

Listening

Name Shin, Yong Ah	Title or explanation Rosie's Walk (preposition)	Time 40 minutes
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Level/Age

9~10-year-old elementary student / beginner's level

Language focus

Target language: preposition + vocab.(countryside)

(eg. across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives)

Specific language skill focus: Listening

Culture: N/A

Student learning objective and assessment activity

By the end of the lesson, SWBAT... understand the story "Rosie's Walk" by being able to retell the story using cut-out puppets.

Ongoing assessment

Checking the comprehension of TL and(or) the story.

1. STEP 3: after introducing TL, have SS to mime as T commend using TL.
2. STEP 5: Checking to see if SS still remember the meaning of TL by having them mime the meaning each time they hear the word as they listen to the story.
3. STEP 6: Checking to see if SS are able to explain picture using TL.
4. STEP 7: Checking to see if SS are able to speak the TL appropriately.
5. STEP 8: Checking to see if SS are able to write the TL by creating a new story.

Students' background knowledge and abilities in relation to the topic of the lesson

1. STEP 1: Checking the idea of "country" which is the topic of the lesson.
2. STEP 2: making sure the idea of "country" by having SS compare places in the city and those in the country.

Challenges and solutions

Challenges: Post activity (creating a story) might be difficult for some SS since 'creating' requires the highest level of language skills.

Solutions: Maybe dividing the step into few steps will work. For instance, have SS first choose 3 places, and check. Then, have SS draw about what would happen at each place and check together. And then, have them write a paragraph about each situation. Have them finally combine the entire paragraph.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	PRE	2min	<p>1.) Introducing the topic “countryside”</p> <p>a) T shows a picture of “countryside” on PPT and elicits “countryside.”</p> <p>b) T asks SS’s personal experiences. “Have you been to countryside? What did you do there?”</p>	T-SS	To grab SS’s attention by connecting the topic with their personal experience.
2	PRE	3min	<p>2.) Checking background knowledge</p> <p>a) T shows a study board to SS and explains the instructions to follow. [Instruction]</p> <ul style="list-style-type: none"> - Attached at the back of the study board, there is an envelope with picture cards inside. - Half of the pictures represent things (=or places) in the city, and the other half represents as things (=or places) in the country. The country words are from the story “Rosie’s Walk.” - SS are asked to place the pictures in the correct side of the study board. (city pictures on the right side, country pictures on the left side) <p>b) SS will be divided by groups of 2 and each group will be provided with one set of study board.</p> <p>c) SS work on their group task.</p> <p>d) Check the answers together with T.</p>	T-SS, S-S	To check or clarify SS’s the background knowledge on the idea of what the topic “country” means. Comparing the word “country” with “city” will help them understand the difference more clearly.
3	PRE	3min	<p>3.) Pre-teaching some difficult keywords (prepositions)</p> <p>a) Using a transparent plastic cup and a small figure doll, introduce prepositional words that SS will listen in the story “Rosie’s walk.”</p> <p>eg. moving the doll around the cup will explain the word “around.”</p> <p>(across the desk, around the cup, over the cup, past the cup, through the cup, under the cup)</p> <p>b) If time allows, pass the cup and doll around and have each student to move the doll as T commends.</p>	T-SS	To introduce the TL so that SS can understand the story “Rosie’s Walk” more easily. The key point is to teach in fun way using objects. This way, the vocabulary lesson does not have to be boring and SS could memorize the TL more effectively.
4	DURING	4min	<p>4.) Listening task #1: Listening for gist</p> <p>a) T asks S to listen to the story and figure out the answer for Q. “The fox is trying to chase after the hen. What will happen to the hen?”</p> <p>b) T reads the story (only verbally)</p> <p>c) SS, in pair, discuss about the question.</p> <p>d) T checks if their answer is correct.</p>	T-SS, S-S	To let SS get the brief idea of what the story is about. The question is to help them stay focused while T reads the story.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	DURING	3min	<p>5.) Listening task #2: Listening for specific words.</p> <p>a) Have SS to copy as T mimes each preposition word. b) T tells SS that T is going to read them the story one more time. Ask them to mime every time they hear preposition word. c) T reads aloud the text again.</p>	T-SS	To help SS effectively memorize the meaning of the words (TL) by combining the listening task with a kinetic activity.
6	DURING	5min	<p>6.) Listening task #3: matching activity</p> <p>a) T shows a study board to SS and explains the instructions to follow. [Instruction] -The study board is the background illustration of the storybook. -T provides a drawing for each place and the main characters. -SS are to paste appropriate cut-outs to according to the sentence on PPT. b) SS will be divided by groups of 2 and each group will be provided w/ one set of study board. c) PPT shows one sentence at a time. SS in group paste the cut-outs on their study board. d) SS put up their study board for T to check the answer.</p>	S-S	To check the understanding of the story as well as exposing TL one more time.
7	DURING	10min	<p>6.) Storytelling (with paper puppets)</p> <p>a) Explain how they are going to do. [rules] -SS use the same study board as their storytelling stage. b) Allow time to prepare storytelling. (divide roles within a group and practice) c) Have each group to come out front and present their storytelling. Other SS have more chance to listen to the story.</p>	SS-SS	To help SS practice using and manipulating the TL in speaking skill. It is also a good way to check the SS's comprehension of the TL.
8	POST	10min	<p>7.) Listening task #4: Creating a story (Rosie's Walk in the City)</p> <p>a) T divides SS into group of 3~4 and asks each group to come up with places in the city where they want Rosie to visit. b) T distributes a worksheet and a set of color pencils to each group. c) Have SS to create a new story about Rosie's walk in the city. [rules] -Main characters are the same as the original story. -Need to use at least one prepositional word for each episode.</p> <p>**If time is not enough postpone it to be continued next class.</p>	SS-SS	To help SS practice using and manipulating the TL using other skills (writing&speaking) rather than listening. This requires the highest level of comprehension of the TL.